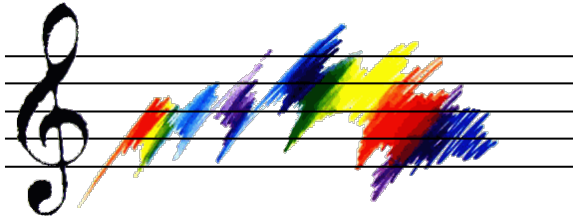




Department of Music, Theatre & Dance  
**Music Education Handbook**

v. 2024 - 2025



Prepared by Dr. Laura Stambaugh, Program Coordinator, Music Education Area

May 2024

## Table of Contents

Overview .....	3
Year One: Basic Skills need to be met .....	3
Undergraduate Admission to FSEHD and the Music Education Major .....	4
BCI (background check) .....	5
Year Two and Three: Community Service Hours .....	5
Year Three or Enrolled in Last Practicum .....	5
Year Four: Applying to Student Teach (RSTI) .....	5
Summary of Field Experiences in Music Education.....	6
Guidelines for Sharing Health Information w/ Mentor Teachers .....	6
Music Education Field Experience Procedures .....	7
Signature Page .....	8
Student Emergency Information Sheet.....	9
MUSE 212/512 Introduction to Music Education .....	10
Introduction to Music Education Hours Log 2025 .....	11
MUSE 412 General Music Practicum 2025 .....	13
MUSE 413 Secondary Ensemble Practicum Fall 2024.....	14
Summary Path to Music P-12 Certification .....	<b>Error! Bookmark not defined.</b>

## Overview

As a Music Education major, you are responsible for meeting the requirements of the following governing agencies:

- Rhode Island College
- Department of Music, Theatre & Dance
- Feinstein School of Human Development and Education (FSEHD)
- Rhode Island Department of Education (RIDE. oversees teacher certification)

The Music Education faculty and Feinstein School of Education and Human Development faculty and staff will guide you through the process of becoming a certified music teacher. However, it is ultimately YOUR RESPONSIBILITY to meet the requirements of these agencies. You can find details about these requirements using the following resources:

- [RIC Grades and Academic Standards webpage](#): **After failing a required course twice, a student is subject to dismissal from degree candidacy.** This does NOT mean you are immediately kicked out of the major. If you fail a course twice, start by meeting with your advisor and the professor of the course. If you wish to enroll in a course for the third time, you must request permission to do so via a petition to the Academic Standing Committee. Financial Aid will not pay for a third attempt on a course.
- [Department of Music, Theatre & Dance Handbook](#) (scroll down to Resources)
- [Feinstein School of Education and Human Development](#)
- [RIDE \(Rhode Island Department of Education\) > Educator Certification](#) webpage has information about being certified in the state of Rhode Island.

## Year One: Basic Skills need to be met.

This is a requirement from RIDE. You need to show proficiency in reading, writing, and math skills. There's three ways you could do this:

1. SAT or ACT scores. Download or take a screen shot of your OFFICIAL scores, if any of them are at or above the scores listed below.

SAT		ACT			PRAXIS CORE		
English-based Reading & Writing	Math	English	Reading	Math	Reading (5713)	Writing (5723)	Math (5733)
480	530	18	22	22	165	168	170

OR,

2. You can register to take tests similar to the SAT, called the Praxis Core. You need to register for and pass the three tests listed in the pink(right) section above #5713, 5723, 5733. Each test costs around \$90. If you don't pass one, you can retake it but you have to pay for it again.


OR,

3. You can enroll in RIC courses CURR 232 Foundational Mathematics for Teachers and CURR 242 Foundational English Language Arts for Teachers. These are RIC courses. You need to earn a B or better in these courses.

## Undergraduate Admission to FSEHD and the Music Education Major

Admission to the Major requires completion of FSEHD requirements and program specific requirements. An online portal called “Anthology” is where you will submit your application. You will gain access to the portal when you are enrolled in FNED 101 or 246. The checklist below shows you what the requirements are for Admission. If you haven’t met one of the requirements when you are applying, it is possible to apply for “Full Admission with Support”. For example, if your GPA is below the minimum requirement of 2.75, you should still apply. The status of “with Support” will be removed when your GPA is at least 2.75.

\*\*\*Plan on applying for admission at the end of your second semester.\*\*\*

FSEHD Admission Checklist for Intended Majors		
<b>Admission to FSEHD Undergraduate Programs - Student Checklist</b> <i>This checklist is not intended for Youth Development students.</i>		
Name:		
Program:		
Next Application Window: FSEHD Admission Information Sessions:		
When will you be ready to apply?	<input type="checkbox"/> Fall: (Add the Year when you will apply) <input type="checkbox"/> Spring: (Add the year when you will apply)	
<b>A. FSEHD Requirements:</b>	<input type="checkbox"/> 24 Credits (Complete at least 24 college credit hours (include transfer credits); transfer students may need to wait until grades are posted if under 24 credits. <input type="checkbox"/> 2.75 Cumulative GPA or greater - apply for Full Admissions <input type="checkbox"/> GPA is between 2.50 and 2.749 - apply for Full Admission with GPA Support <input type="checkbox"/> Completed FYW with a minimum grade of <b>B:</b> or greater - apply for Full Admission <input type="checkbox"/> Completed FYW with a grade of C: apply for Full Admission with Support <input type="checkbox"/> Completed the RIC Math Competency	
<b>B. Some or All of these requirements are for:</b>  1. Initial Teacher Certification  2. ECED B-5  3. ECED Community Programs  Only select the requirements for your program.	<b>Requirements</b> <input type="checkbox"/> FNED 101 Grade: Credit <input type="checkbox"/> FNED 246 Minimum grade B- <input type="checkbox"/> Disposition Assessments (FNED 246) <input type="checkbox"/> Faculty <input type="checkbox"/> Instructor <input type="checkbox"/> Self (FNED 101 for B3 programs) <input type="checkbox"/> Basic Skills Test Scores (SAT, ACT, or Praxis. Information: <a href="#">FSEHD UG Pgms. and Adm. Website</a> ) <input type="checkbox"/> Math Score: <input type="checkbox"/> R/Writ Score: <input type="checkbox"/> I am using my CCRI associate degree. <input type="checkbox"/> Second Degree Student - not required. <input type="checkbox"/> Community Programs - not required. <input type="checkbox"/> I have never taken a basic skills test	
<b>C. Program Requirements</b> → Pages 2 - 5 list the requirements. → Meet with your advisor, visit your program website & review Rhode Map.	<input type="checkbox"/> I have completed the following courses that are required for admission:	
	<input type="checkbox"/> Other program requirements completed. List the requirements:	
	<input type="checkbox"/> List courses you still need to complete that are required for admission.	
	<input type="checkbox"/> Other requirements I must complete:	
Advisor Meeting	<input type="checkbox"/> I have met with my advisor and reviewed all admission requirements.	
Next Steps	What do I need to do to get ready to apply?	

*Updated 3-24*

## Looking ahead: GPAs for Student Teaching

Your overall GPA needs to be **2.75 or higher**. In addition, you need a content area GPA of **2.75** in order to student teach. The courses in the content area GPA are all the MUSE, FNED, TSEL, and SPED.

## BCI (background check)

Bureau of Criminal Identification checks are required for entry into all schools. [Here is the link to more information.](#)

- Undergraduate and graduate students enrolled in FSEHD courses that include contact with children, youth, or adults must complete a criminal background check (BCI) each year.
- Students upload a copy of a current, clean BCI in a secure section of Chalk and Wire.
- BCIs are valid for one year. You must have a current, clean BCI uploaded to Anthology before entering a classroom or community space.

### How do I obtain a BCI?

- **Watch for emails and posters about free BCI checks available at FSEHD at the beginning of semesters.**
- You can obtain your BCI in person or via mail. Please check the Attorney General's website for updates.
- Payment. The AG's office charges \$5.00 to complete the BCI. Please check the website regarding payment.
- They are only accepting credit and debit at this time.

## Year Two and Three: Community Service Hours

In FNED 246, you started to accumulate Community Service Hours. You need a **total of 25 hours** by the time you apply for student teaching (the RTSI application). [Here is the link](#) to the FSEHD information about this requirement. Log the hours in Anthology. If you can't do that, make a Word doc to record what you did, where, when, and who your supervisor was. Volunteer in schools and community organizations that promote the values of equity, diversity, and social advocacy, and support those in underrepresented areas or groups (e.g., students of color, students in families experiencing economic hardship, students with disabilities, etc.). These hours must be completed outside of scheduled class hours.

## Year Three or Enrolled in Last Practicum: Pass the Praxis II test

**This is a RIDE requirement for certification.** The test includes questions from ALL of your Music Education, FNED, and SPED courses, as well as Music Theory, Ear Training, Music History, Piano, Conducting, Voice Class, and Woodwind Class, Brass Class, etc. You should register to take it around the time you finish your last Practicum class. If you are on the 4-year plan, this would be fall of your Senior year.

**Music Content Test # 5113.** The test costs around \$130, so make sure you study before taking it. Review all your courses materials, search for FREE test prep materials online, and the Praxis Review sheet I will email to you.

## Year 4: Applying to Student Teach (RSTI)

**ALL COURSES and your RECITAL must be completed before you can Student Teach.**

You should start planning for your student teaching when you are in your first Practicum course. You cannot Student Teach at a school you attended, or with a teacher you had, or at a school where you have a close relative (e.g., parent or sibling).

\*\*\*\*\*Here is the link to the FSEHD [website for Student Teaching](#).\*\*\*\*\*

To begin the application process, you will need to send an email to the Office of Partnerships and Placements (OPP), requesting to apply for Student Teaching. You'll do this at the beginning of the semester before you Student Teach. FSEHD will hold a meeting to give you information about the application process. The application is called the **Readiness for Student Teaching/Internship**. The acronym is pronounced Rit-see. It is located on Anthology. The application consists of several RI-ICEE observation rubrics and Disposition assessments from Practicum courses, your transcript, and your Community Service Hours (see above).

## Summary of Field Experiences in Music Education

Course	Semester	Hours	Level	Area
FEND 101 Intro to Teaching	Fall Year One	10	Any	any
FNED 246 Schooling for Social Justice	Spring Year One	18	Any	any
MUSE 212/512 Intro to Music Education	Spring Year Two	15	All levels	Band, Choir, Orch, Tech, etc.
TSEL 401 Intro to Teaching Emergent Bilinguals	Fall or Spring Year 2, 3, or 4	20	Any	English Lang Learners
SPED 3333 Intro to SPED	Fall or Spring Year 2, 3, or 4	5	Any	Students with special needs
MUSE 412 General Music Practicum	Fall Senior	30	Middle school or High school	Elementary
MUSE 413 Secondary Ensemble Practicum	Year Four Fall	30 split	Any	Band, Choir, or Orchestra
MUSE 424 Student Teaching	Year Four+ Fall or Spring	490+	All	Elementary and Secondary

## Guidelines for Sharing Health Information w/ Mentor Teachers

While you are in someone else's classroom, remember that their primary responsibility is to their PK-12 students. Your teacher has chosen to take on the additional responsibility of mentoring you toward becoming a teacher. That relationship has some tricky boundaries you need to navigate. Remember that your mentor teacher is not an equal friend to you. This is a supervisory relationship and mentor teachers have a lot of responsibilities to many people. If you have a condition that could affect your health while you are observing, that is something your mentor teacher should know.

For example, you have diabetes and have trouble managing your blood sugar in the morning. You might want to share that with your mentor teacher. However, if you have a mental health condition such as depression or anxiety, it is your responsibility to manage that, not the mentor teacher's responsibility. **YOU NEED TO BE A TEACHER TO THE CHILDREN IN THAT CLASSROOM.**

This means being on time, well-groomed, having a positive demeanor, and having energy to absorb the challenges that children bring. This is the job you are preparing for. Mental and physical conditions are NOT excuses for being unprofessional.

Having said that, I appreciate the new level of awareness and compassion for mental health illnesses. These guidelines are not about shame. Instead, the guidelines are here because the world is trying to figure out how to manage what information to share with whom. Remember that your mentor teacher is not an equal friend to you. This is a supervisory relationship and mentor teachers have a lot of responsibilities to many people.

## Music Education Field Experience Procedures

*Candidate = you*

*Clinical Supervisor = Mentor Teacher at your placement site*

*College Supervisor = RIC Faculty*

1. Once you receive the name and contact information for your Clinical Supervisor, Email them that same day.
  - In the Subject line, write something like “RIC Field Experience.”
  - In the body of the email, introduce yourself as a music education major at RIC.
  - Tell the CS your primary performance area and that you are looking forward to learning from them and their students.
  - For Intro, you’ll need to let them know when you would like to come, based on the information provided on the site list.
  - For Practicum, tell them the date and time of your first observation.
2. Google the school’s website and save the school’s phone number. DO NOT TRUST A MAP APP OR GENERIC WEBSITE TO HAVE THE CORRECT ADDRESS. Write down the address and directions, if you need them.
3. Dress professionally. Every person you meet could be related to a job interview you want in the future!
4. Leave extra time to get there, in case you get lost or can’t figure out where to park. Being “on time” really means “being early”.
5. Go to your first observation. If you need to cancel or are running late, CALL THE SCHOOL AND LEAVE A MESSAGE FOR THE MUSIC TEACHER!!!! You should not be cancelling unless you are really sick with a fever or vomiting. Catching up on homework or sleep are NOT reasons to miss your scheduled time.
6. When you get there, sign in at the Office and ask directions to the Music Room. You might have to put on an additional Visitor’s name tag.
7. If the class is already in session, enter the classroom quietly without knocking. Find an unobtrusive place to sit and observe. TAKE NOTES while observing.
8. After that, things vary: you may be observing or participating with children, or providing small group instruction, or leading segments of the class. Your mentor teacher doesn’t have much time between classes, so HELP HIM/HER GET READY FOR EACH CLASS. You may not have time to ask a lot of questions. Consider emailing a couple questions later in the day. Your CSs are doing this out of the goodness of their professional and personal hearts, so be respectful and appreciative of their time.
9. When it is time to leave, sign out of the Office.
10. Your Clinical Supervisor will evaluate your professionalism using the same Dispositions rubric you use for self-assessment.

## Signature Page

I, \_\_\_\_\_, have read the Music Field Experiences Procedures document. I agree to follow the policies it details. I understand it is my responsibility to be timely in communicating with my Clinical Supervisor. I will complete the observation hours before the last day of the semester. If I think I will not complete the hours before the last day of classes, I will let the course instructor know by the last Monday of classes.

✓ I understand that I will receive an "I" for my course grade until I have turned in the signed Observation Log and all Reflections to the course instructor.

Course: \_\_\_\_\_

Semester: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(this page goes to the course instructor)



# Student Emergency Information Sheet

CONFIDENTIAL

Student name \_\_\_\_\_

Placement (if known) \_\_\_\_\_ Date of birth \_\_\_\_\_  
(month) (day) (year)

Current Address \_\_\_\_\_  
(address) (city) (state) (zip)

Primary phone \_(\_\_\_\_\_)\_\_\_\_\_

## EMERGENCY CONTACT INFORMATION

IN CASE OF EMERGENCY, CALL \_\_\_\_\_  
(First and last name) (relationship)

Primary daytime phone \_(\_\_\_\_\_)\_\_\_\_\_ Secondary phone \_(\_\_\_\_\_)\_\_\_\_\_

SECOND CONTACT, CALL \_\_\_\_\_  
(First and last name) (relationship)

Primary phone \_(\_\_\_\_\_)\_\_\_\_\_ Secondary phone \_(\_\_\_\_\_)\_\_\_\_\_

In case of an accident or serious injury or illness, I give my permission for my placement school to make whatever emergency arrangements seem necessary.

\_\_\_\_\_  
(signature) (date)

Physician name \_\_\_\_\_ Phone \_\_\_\_\_

List any medical conditions you have (such as epilepsy, asthma, diabetes, sickle cell, allergies or other potentially dangerous health conditions.) \_\_\_\_\_

List any medications you are currently taking. \_\_\_\_\_

## MUSE 212/512 Introduction to Music Education

**Communication**- see Procedures document, p. 7

### **Logistics**

The purpose of Field Experiences in Introduction to Music Education is to engage the teacher education candidate in a wide variety of music teaching and learning settings. You will be provided with a list of teachers and schools at the elementary, middle school, and high school levels, in the areas of band, chorus, orchestra, technology, guitar, and music appreciation. Here are the requirements for this course:

- 15 hours
- Observe in at least 4 schools.
- Observe at least one elementary, a middle school, and a high school.
- Observe as many different content areas as possible (band, orchestra, chorus, etc.).
- You can include before school, after school, and weekend events as observation times.
- DO NOT observe at schools you previously attended or with teachers who were your teachers.

<b>Hours need to be completed by the last regular course day of the semester.</b>
---

**What to do while you are there:** This depends on how much the Cooperating Teacher wants you involved with students and how much background you have in what the class is. For example, Choral Majors may want to sit and sing in a section at a Chorus Rehearsal, but an Orchestra Major might just observe.

- Candidate only observes, while taking detailed notes about classroom management, sequencing instruction, student behavior, etc.
- Participate in activities with the students
- Lead vocal or physical warm-ups
- Assist the Clinical Supervisor by distributing materials, demonstrating, etc.

### **Assessment**

1. Keep track of your hours in the Introduction to Music Education Hours Log. Submit to Course Instructor at the last regular class.
2. Complete the Field Experience Reflection document during the semester and submit it to the course instructor as indicated on the syllabus.

## Introduction to Music Education Hours Log 2025

Candidate Name \_\_\_\_\_

Spend **15 hours** in observations this semester. Use this Hours Log to track your placements. The 15 hours needs to include at least 4 schools with hours at elementary, middle school, and high school levels, AND elementary general music, chorus, band, orchestra, and another kind of middle or high school class like guitar, drumming, music technology, or general music.

### What to do during your placement?

- Take notes which outline the lesson activities and amount of time your CT (Cooperating Teacher) spends on certain activities.
- Take pictures of songs, books, instruments, etc. which you think are useful. Save those pics on your computer
- Get in the circle, lines, etc. and do the activities with the students.
- Walk around and help students who are struggling with the task.
- Sit by students who have trouble concentrating in class.
- Help hand out materials.

You are NOT required to do any teaching during these observations. You are welcome to, if you and your mentor teacher want to make that happen.

Date	Content Area and what you saw	School	Teacher initials	Total Time
	E / MS / HS			
	E / MS / HS			
	E / MS / HS			
	E / MS / HS			
	E / MS / HS			

	E / MS / HS			
	E / MS / HS			
	E / MS / HS			
	E / MS / HS			
	E / MS / HS			

## MUSE 412 General Music Practicum Spring 2025

The purpose of Field Experiences in Music Practicum courses is to engage the teacher education candidate in actual classroom environments while they are enrolled in the corresponding course at RIC.

⇒ Candidates are required to be in attendance for 30 hours.

**Communication** – see Procedures Handout, p. 7

### **Schedule**

**Thursday mornings**, with start and end dates determined by Course Instructor. Candidates arrive in their **placement classroom no later than 9:00am**. Candidates leave at the time that allows them to be on campus at RIC by 12:00. Candidates are allowed to stay later than that and to attend events outside of school hours. However, they are not required to attend events outside of school hours. Candidates need to attend every Thursday morning from the start to end date. They cannot use hours outside of the school day to complete their observation hours and then stop going on Thursday mornings.

### **Teaching Expectation**

**Two 10-minute lessons.** At least one of these will be observed by the Course Instructor. The content of the lesson is up to the Mentor Teacher. It is fine for candidates to “copy-teach”: teach a lesson to a class that they saw the Mentor Teacher teach to another class. Or, the Mentor Teacher can let the Candidate choose what to teach. It is helpful to the Candidate if the Mentor Teacher gives some guidance about activities that are appropriate or inappropriate for a particular class. **The Candidate will submit a detailed lesson plan to the Course Instructor and Mentor Teacher at least 24 hours in advance of teaching. If not, or if the College Supervisor doesn’t approve the lesson, the Candidate will not be allowed to teach. One observed lesson will be assessed with the RI-ICEE rubric.**

### **What to do while there**

While each candidate, mentor teacher, and classroom have unique abilities and needs, the basic expectations for candidates are as follows:

Hours 1-6: observation only, taking detailed notes

Hours 7-15: participate in class activities, help hand out instruments, assist with tuning

Hours 15-20: assist individual students, participate in class activities, keep taking notes

If schools are closed or RIC determines candidates cannot go into schools, candidates will be provided alternate professional learning activities through Blackboard or email.

### **Assessment**

1. Each week, record your hours in Anthology Log
2. Dispositions Self-Assessment
3. Mentor Teacher (Cooperating Teacher) Dispositions Assessment
4. Course Instructor (College Supervisor) Assessment

## MUSE 413 Secondary Ensemble Practicum Fall 2024

The purpose of Field Experiences in Music Practicum courses is to engage the teacher education candidate in actual classroom environments while they are enrolled in the corresponding course at RIC.

⇒ Candidates are required to be in attendance for 30 hours.

**Communication** – see Procedures Handout, p. 7

### **Logistics**

⇒ **Choral placement: Tuesday and Thursday mornings** at Pilgrim High School.

⇒ **Instrumental placement: Thursday mornings**, with locations TBA.

Start and end dates determined by Course Instructor. Candidates arrive in their **placement classroom no later than 8:00am**. Candidates leave at the time that allows them to be on campus at RIC by 11:00. Candidates are allowed to stay later than that and to attend events outside of school hours. However, they are not required to attend events outside of school hours. Candidates need to attend every Tuesday and/or Thursday morning from the start to end date. They cannot use hours outside of the school day to complete their observation hours and then stop going on Thursday mornings.

### **Teaching Expectation**

**Two 10-minute lessons.** At least one of these will be observed by the Course Instructor. The content of the lesson is up to the Mentor Teacher. It is fine for candidates to “copy-teach”: teach a lesson to a ensemble that they saw the Mentor Teacher teach to another class. Or, the Candidate can teach warm-ups, or the Mentor Teacher can let the Candidate choose what to teach. It is helpful to the Candidate if the Mentor Teacher gives some guidance about activities that are appropriate or inappropriate for a particular ensemble. **The Candidate will submit a detailed lesson plan to the Course Instructor and Mentor Teacher at least 24 hours in advance of teaching. If not, or if the College Supervisor doesn’t approve the lesson, the Candidate will not be allowed to teach. One observed lesson will be assessed with the RI-ICEE rubric.**

### **What to do while there**

While each candidate, mentor teacher, and classroom have unique abilities and needs, the basic expectations for candidates are as follows:

Hours 1-6: observation only, taking detailed notes

Hours 7-15: participate in class activities, assist with tuning, keep taking notes

Hours 15-25: assist individual students, participate in class activities, keep taking notes

If schools are closed or RIC determines candidates cannot go into schools, candidates will be provided alternate professional learning activities through Blackboard or email.

### **Assessment**

1. Each week, record your hours in Anthology Log
2. Dispositions Self-Assessment
3. Mentor Teacher (Cooperating Teacher) Dispositions Assessment
4. Course Instructor (College Supervisor) Assessment

# Summary of Path to Music P- 12 Certification

